

MICHIGAN TEST FOR TEACHER CERTIFICATION
ANNUAL LEGISLATIVE REPORT FOR 2012 - 2013



**Annual Report for 2012-2013
Michigan Department of Education
Office of Professional Preparation Services
P.O. Box 30008, Lansing, Michigan 48909**

**DEVELOPMENT AND USE OF THE
MICHIGAN TEST FOR TEACHER CERTIFICATION**

Background Information

Section 380.1531 of the Michigan Revised School Code mandates the implementation of a teacher certification testing program. Under the provisions of Public Act 282, a testing program was developed and implemented by the Michigan Department of Education (MDE) in the 1991-1992 school year.

As mandated by legislation, two advisory groups assisted with the implementation of the certification testing program in Michigan. These groups included an eleven-member Teacher Examination Advisory Committee (TEAC) and a seven-member Standing Technical Advisory Council (STAC). The TEAC and the STAC provided recommendations to the State Board of Education (SBE), the State Superintendent, and MDE staff for the development, administration, and use of the required examinations. The TEAC was very active in establishing testing protocols and requirements for the first contract; however, the committee has not operated in recent years. The STAC has met annually since the formation of the Michigan Test for Teacher Certification (MTTC) program and continues to handle ongoing psychometric questions and advises the MDE and the State Superintendent in technical matters related to the MTTC.

Implementation and Administration of the Michigan Test for Teacher Certification – History:

Following an extensive competitive bid process, the State Administrative Board approved the appointment of National Evaluation Systems, Inc. (NES) of Amherst, Massachusetts, as the contractor for the development and administration of the MTTC. The initial contract period was June 1, 1991 through September 30, 1996.

After a second competitive bid process, NES was again approved by the State Administrative Board as the MTTC contractor. The second contract period was scheduled to end September 30, 2001. To ensure the continuity of the testing process during the initial year of the federal accountability system under the Higher Education Act (HEA) Title II (1998), an extension period for the second contract was sought to maintain stability as the institutions transitioned into accountability reporting modes. The extension was granted for two years, to September 30, 2003.

During 2002-2003, a new Request for Proposal (RFP) was issued for competitive bids for a third five-year contract for the development and administration of the MTTC program. NES was again successful in its bid and was approved by the State Administrative Board as the MTTC contractor. The contract period was established as October 1, 2003, through September 30, 2008. This contract called for several

improvements and updates in the MTTC process, with notable improvement in services to candidates taking tests.

In April 2006 NES was purchased by Pearson Education and became known as Evaluation Systems group of Pearson (ES). In consultation with the MDE, ES continued working with the schedule for developing, updating, and administering tests as described and summarized in Attachment 1.

During 2007-2008 a one-year contract extension was agreed upon by the MDE and the testing contractor. This extension was necessary in order for the MDE to prepare an RFP for a new five-year contract which would incorporate recommendations from a Teacher Preparation Policy Study Group (TPPSG) appointed by the State Superintendent. The TPPSG recommended computer-assisted testing and online full-length practice tests. These upgrades were written into a new RFP.

In response to the fourth competitive bid process in which four national test production companies received RFPs to provide MTTC service, ES was approved by the MDE's Financial Management and Accounting Office and the Office of Professional Preparation Services (OPPS) for a five-year contract, effective October 1, 2009 through September 30, 2014. During February 2009 ES verified and signed the contract.

The current contract provides increased access and testing support for test takers. Five dates are now published for paper-based testing (PBT), compared with four dates since the beginning of the testing program. The additional PBT dates give test takers the convenience of two test dates at the beginning of an academic year before the close of the first academic semester. Computer-based testing (CBT) for high incident tests began during the 2010-2011 test administrations as an optional service to test takers. Plans are in place to add at least two computer-based test fields annually. Test taker preparation is now assisted by some full-length practice tests. Beginning with the 2010-2011 test administrations at least two full-length practice test fields are added annually. The contract also included increased test security measures through thumb printing of test takers.

The MTTC is comprised of a basic skills test (reading, writing, and mathematics) and 60 subject area tests including a comprehensive elementary education examination. During the 2012-2013 testing year, these tests were administered on October 13, 2012; November 10, 2012; January 5, 2013; April 13, 2013; and July 17, 2013. On each of these dates, the tests were administered in the geographic areas of Detroit, Flint, Grand Rapids, Kalamazoo, Lansing, Marquette, Mt. Pleasant, Pontiac/Auburn Hills, Saginaw, Traverse City, and Ypsilanti. Tests were administered in Sault Ste. Marie during October, January, and April. A total of 6,809 paper-based basic skills tests and 17,655 paper-based subject area tests were registered during 2012-2013.

Optional CBT for the basic skills test, Mathematics (elementary and secondary), Early Childhood Education-General and Special Education, Elementary education, English, Integrated Science-elementary, and Language Arts were offered for six days during a seven-day testing window during August 2012, September 2012, December 2012, February 2013, March 2013, May 2013, and June 2013. The tests were offered at thirty-seven (37) Pearson VUE or affiliated sites across geographic locations throughout the Upper-Peninsula to southern Michigan. Pearson VUE has other

national and international computer administration sites available to individuals wanting to take the MTTC. A total of 3,936 computer-based basic skills subtests and 1,762 computer-based subject area tests were registered during 2012-2013.

During the 2002-2003 academic year, the testing contractor initiated a web-based information and registration system for candidates. This improved service allows candidates to register online, using a credit card for payment, and download study guides and test objectives for MTTC examinations. Ninety-seven percent (97%) of test registrations were done online during 2012-2013. The electronic service gives test takers the ability to obtain unofficial test results online promptly after scores are released by the testing contractor. In prior years, candidates had to register by paper with no credit card options, could only order paper copies of study guides at a cost of \$6 per guide, and could not access test result information. During 2005-2006, the testing contractor improved the website, including a new Frequently Asked Questions selection which can be accessed at:

http://www.mttc.nesinc.com/MI17_faq.asp

In addition to regular online registration procedures, during 2002-2003 a computer-supported emergency registration system became operational. The emergency registration system allows individuals to register for testing as late as Friday, one week before a scheduled Saturday/Sunday test administration, for an additional \$70 fee. Those using this process can be tested at the following designated sites: Detroit, Grand Rapids, Marquette, Pontiac/Auburn Hills, and Ypsilanti. About five percent (5%) of registered test takers used the emergency registration during 2012-2013 suggesting this option remains important for some candidates.

A revised registration bulletin is prepared by the testing contractor and approved by the MDE during May of each year in preparation for the annual administration period. New registration bulletins for 2012-2013, including change notices, were produced and available online to Michigan colleges and universities by ES in August 2012. Registration bulletin information is easily available on the MTTC website at:

<http://www.mttc.nesinc.com>

The MTTC website ensures educator preparation institutions and teacher candidates always have quick access to MTTC information.

Technical and Legal Changes

Beginning with the October 2001 test administration, at the request of the Michigan Association of Colleges for Teacher Education, a verification system of examinee eligibility was introduced. This system allows each institution to confirm the institutional affiliation and eligibility of MTTC examinees prior to the production of institution summary data for each test administration. Eligibility rosters are sent out to institutions for test taker verification three days prior to each test administration and due back to the testing contractor no later than 11 business days following the test administration (before information on test passing is available). The institution roster and passing percentages by test field are modified to include results only for individuals confirmed as affiliated and eligible during the verification process. This process does not restrict other individuals from taking MTTC tests; it only assures educator preparation institution reports focus on their identified teacher candidates who have taken sufficient coursework in the content area.

During 2012-2013 ES continued to use the institutional verification procedure to produce annual passing percentage analyses for the current test administration period. As a consequence of CBT, the MTTC score report period shifts from August 2012 through July 2013. This reporting period is different from previous years in which only paper-based tests were used. In previous years the score report interval appeared from September of one year to August of the next.

During 2012-2013 ES prepared a three-year summary of passing percentages. This three-year summary reported passing percentages for the period of August 2009-July 2012 by institution and by test field. Educator preparation institutions which do not make use of the verification system of examinee eligibility cannot challenge the MTTC performance results reported in the three-year summary.

As an improvement in communication with educator preparation institutions, the institution score reports for the most recent test administration were made available electronically to institutions via a secure website developed and maintained by ES. This improvement was first used in November 2002. Since then the website is regularly used to disseminate test taker performance to institutions. The 2012-2013 institution score reports were available electronically to the state and the institutions.

A summary of the 2012-2013 state passing percentages for all tests for candidates verified by the educator preparation institution as eligible to take a specific exam is included (Attachment 2). The OPPS provides educator preparation institutions with this summary prior to posting on the MDE website. In addition to this statewide summary, an institution also receives an annual MTTC performance summary of the institution's own eligible test takers. Separate institution MTTC performance summaries are also posted on the MDE website after an institution has the opportunity to review the report.

In response to the data reporting requirements of the Higher Education Act (HEA) Title II, institutional test scores, including the passing percentages for all program completers, must be reported to the MDE annually for submission to the United States Department of Education (USED). In Michigan, program completers are defined as persons who have completed (during a reporting year) applicable institutional requirements and all additional state requirements, including the passing of all required tests for certification. Because of the specificity of this definition and the requirements of Michigan law, the passing percentage derived from these calculations must be one hundred percent (100%). This information is required by the HEA Title II to be published for public access and dissemination. All Title II state reports are added to the USED Title II website developed by Westat, Inc. The site became available to the public in November 2004 and may be accessed at:

<https://title2.ed.gov>

During 2012-2013, ES continued working with the MDE and educator preparation institutions via a secure website to produce passing percentage data required as part of HEA Title II reporting requirements. ES paired the individuals in each institution's program completer list to MTTC candidate files, and, provided each institution corresponding test data via the secure website. Following a period of institutional verification, ES produced final institutional and statewide passing percentage reports for HEA Title II reporting.

To extend HEA Title II-style reports to a fuller representation of teacher candidate achievement on MTTC tests, the MDE requires ES to construct a three-year summary report of eligible first-time test takers who may, or may not have completed teacher preparation programs at Michigan institutions. For this report the period of August 2009–July 2012 was completed during 2012-2013 and provided to the State Superintendent, the SBE, and posted on the MDE website at:

http://www.michigan.gov/documents/mde/Item_F_MTTC_3_yr_Cumulative_Report_2009-2012_-_December_18_2012_407292_7.pdf

The OPPS provides institutions with three-year summary reports of statewide and individual institution MTTC performance before the performance reports are posted on the MDE website. The three-year summary reports are also used in the preparation of educator preparation institution performance scores for the SBE. The performance scores are used to help classify educator preparation institutions as “at-risk” or “low-performing” as required by HEA Title II, Section 208(a).

As of 2010-2011 the OPPS discontinued providing the State Superintendent with a formal one-year annual report. This was done at the request of the Superintendent because the necessary MTTC performance information is included with this required annual legislative report. The Superintendent, upon request, is provided with highlights from the one year report and receives additional MTTC performance information in a formal three-year summary.

Development and Improvement of the MTTC Examinations

In accordance with the existing contract, ES agreed to revise approximately 25 MTTC tests during the five-year contract. During 2012-2013 new or updated objectives and test item banks continued in development for the Professional Readiness Examination-Writing, School Counselor, and Social Studies (elementary and secondary).

An overall description of the test updating and development process is included with this report (Attachment 3). This process involves the assembling of bias review committees (BRCs) and content advisory committees (CACs) of practicing Michigan K-12 teachers, college/university content specialists, and teacher educators qualified in specific content areas. These committees review and approve test objective frameworks constructed by the testing contractor from the SBE-approved teacher preparation standards and K-12 curriculum expectations. Furthermore, both committees review, modify, and approve test items written on the basis of unique objective frameworks. Finally, CACs recommend the standard (passing score) for passing MTTC tests. During 2012-2013, 84 Michigan K-12 teachers, college/university content specialists, and teacher educators contributed their time and professional expertise to the various processes of test development (Attachment 4). School districts across the state are reimbursed by the testing contractor for substitute teachers needed to release classroom teachers for the important work of constructing, validating, and recommending the passing score of MTTC tests.

Following CACs approval of a test objective framework, the individual objectives for new or revised tests are validated through a random survey of Michigan teachers, college/university content specialists, and teacher educators who are qualified in the respective content area fields. These qualified professionals rate the importance of

each of the objectives for an entry-level teacher. Test items are prepared for all validated objectives. CACs are reassembled to review every draft examination question for content. These committees have complete authority to revise or drop test questions, as deemed appropriate.

As a regular practice, both the objectives and the test items for new or revised tests are reviewed for bias. This involves the selection of a BRC from a diverse pool of education professionals in Michigan. The BRC is assembled to review the test objectives and again to review the test items for language, content, or perspective which could constitute potential bias against candidates because of gender, race, ethnicity, nationality, religion, age, impairment condition, or cultural, economic, or geographic background.

During 2012-2013 the MDE requested standard setting for fields operational for 4 or more years; these were elementary education and earth/space science. The tests were reviewed against a newly approved MDE paradigm for standard setting:

Imagine a hypothetical group of individuals who have the level of content knowledge required to perform effectively the job of a qualified Michigan educator in this certificate/endorsement area.

What percent of this group would answer this item correctly?

Content experts selected from colleges, universities, and community colleges faculty, and Michigan elementary and secondary teachers participated in the standards setting. Content experts are required to have a Michigan teaching certificate and an endorsement or advanced degree within the subject matter being tested. These content experts also have experience with the development of new Michigan content standards in the subject areas tested.

The passing score recommended by a content expert committee is used as the basis for establishing the initial passing score for any new or revised test. Prior to 2012-2013 the MDE procedure was to set the initial passing score for any new or revised test at one Standard Error of the Process (-1 SEP) below an expert committee's recommended passing score. The MDE used this lower passing score for the first two years of testing to assure institutions have had time to align their teacher preparation programs to new SBE standards. During 2012-2013 the superintendent ended the policy of using a lower passing score for the first two operational years of test use. The policy was inconsistent with April 28, 2011 education reform speech presented by Governor Rick Snyder to Michigan legislators and to the State. In the speech Governor Snyder asked the SBE and the MDE to "raise the bar for certification tests."

The STAC reviews performance on all tests at its annual meeting and can recommend adjustments to passing scores when there are strong technical reasons to do so. These technical reasons are based on current American Educational Research Association, American Psychological Association, and National Council on Measurement in Education Standards for educational and psychological testing. During 2012-2013, ES continued to use a three-round process for standard setting. The current protocol was designed to reflect the stable, standards-based situation in the state and to increase the information available to content experts during the process of determining passing scores. However, STAC did not meet in 2012-2013 as no new fields became operational.

On June 30, 2008, the State Superintendent approved the modification of scaled score reporting on the MTTC Examinee Performance Score Report. Effective October 18, 2008, the MTTC Examinee Performance Score Report no longer reported the scaled passing score of test takers who achieve a scaled score of 220 or greater. For these test takers, the score report will simply have the word "Passed" on the score report. Test takers with scaled scores less than 220 will receive score reports with the numerical scaled score shown so they have some indication of how far they are from the required passing scaled score. This modification was undertaken to eliminate the use of scaled scores for ranking of candidates and teachers applying for teaching positions, a use for which the test is not valid. Educator preparation institutions continue to receive mean scaled score summaries which include scaled scores of 220 or greater for use in national accreditation program reviews. Scaled scores less than 220 will continue to be reported to test takers and institutions for their information.

In order to help candidates prepare for MTTC tests, study guides, including those updated for revised or new tests, have been available for purchase from ES since the beginning of the MTTC program. In 2001, the MDE required newly developed tests include 20 practice items across the content objectives, doubling the number from the 1991-2000 administration. To date, 49 of the 60 study guides contain 20 or more practice items. Prior to the beginning of the testing cycle, copies of the current objectives for each test are provided to each educator preparation institution for duplication and distribution to help candidates prepare or to make faculty aware of test requirements. A test's objective framework is also printed in its study guide. Effective with the 2002-2003 test administration, study guides began to be available for downloading from the MTTC website at no cost, increasing access to information supporting successful test performance. With the 2009-2014 MTTC contract, study guide access was expanded to include full-length practice tests. During 2012-2013 full-length practices tests were available for high incident fields: Basic Skills, Elementary education, Mathematics (elementary and secondary), Early Childhood Education-General and Special Education, English, Language Arts, and Integrated Science (elementary).

Due to an expressed interest by the SBE in using performance assessment to augment the traditional multiple choice testing format of teacher certification tests, a performance assessment component was added to the MTTC Spanish language test during 1995 in the form of a Spanish speaking assessment incorporated into the Spanish test. During 1996, a revised Spanish test was piloted with teacher candidates, and in May 1997, the SBE approved the addition of a speaking component to the test. The SBE also directed MDE staff to seek an amendment to Section 1531(15) of the Revised School Code to authorize the assessment of a fee in excess of the \$75 statutory cap to pay for the expanded Spanish test, and for any other new tests to which a performance assessment component may be added. To date, the statutory cap has not been amended.

The testing contractor continued to work with the MDE at incorporating performance proficiency into all updated or new World Language tests, in addition to Spanish. During July 2004, the SBE approved new World Language Standards. The standards specified a required level of teacher candidate proficiency in reading, writing, speaking, and listening. These proficiency expectations were incorporated by the MDE into new testing requirements for all world languages. The assurance of

speaking (oral) proficiency has been turned over to Michigan educator preparation institutions as the MTTC assesses only reading, writing, and listening proficiency.

The MDE continues to explore the performance assessment of pedagogy. Based on the then Entry-Level Standards for Michigan Teachers (ELSMT), performance indicators were developed during 1997-1998 for use as criteria for the assessment of pedagogical skills during the practice/student teaching experience and were approved by the SBE in November 1998. The standards were used by educator preparation institutions as the basis for the development of a rubric for assessing the practice of student teachers. Revisions to the ELSMT were approved by the SBE in October 2002. However, despite continued interest in some performance assessment augmentations to the MTTC, the legislative cap on testing fees prohibits the development of further performance elements, which are more costly to develop and much more costly to score than multiple choice items. At this point, Michigan does not have a statewide assessment of pedagogy. The MDE had relied upon educator preparation institutions to use the ELSMT criteria for assessing pedagogy prior to recommending teacher candidates for licensure. During April 2008, the ELSMT were revised and renamed Professional Standards for Michigan Teachers (PSMT) and approved by the SBE. In April 2013 the SBE approved the Michigan-Interstate Teacher Assessment and Consortium (MI-InTASC) Standards for the professional development of teacher candidates in Michigan, thereby replacing the PSMT. During recent reviews of Michigan educator preparation institution applications for program approval the alignment to the MI-InTASC Standards was confirmed.

Ongoing Initiatives and Future Developments

During 2011-2012, updating the basic skills writing subtest began with Michigan K-12 teachers and college/university faculty review and approval of an objective framework aligned to the Common Core State Standards (CCSS) for English language arts. The teachers and faculty also reviewed and approved a test item bank for this basic skills subtest. The work continued through 2012-2013 with field testing of items. During 2012-2013 the basic skills test was renamed the professional readiness examination (PRE).

During 2011-2012 updating of the School Counselor test began. Michigan K-12 school counselors and college/university faculty who prepare school counselors reviewed and approved an objective framework aligned to new SBE approved Standards for the preparation of School Counselors. The school counselors and school counselor educators approved a test item bank for this test. This work continued through 2012-2013 with field testing of items.

Updating of the elementary education examination and six social studies areas (economics, geography, history, political science, and social studies (elementary and secondary)) continued. The elementary education examination is being updated on the basis of the new Elementary Certification Standards approved by the SBE in January 2008. The social studies areas are being updated on the basis of SBE-approved standards, effective June 2009.

Proposals to update the elementary education examination and the basic skills-writing subtest originated with the STAC. STAC recommended the elementary education examination be delivered in two parts in order to provide increased decision reliability regarding test takers content knowledge in each of the six

subareas which comprise the elementary examination. The six subareas are: English language arts/world languages, health and physical education, mathematics, science, social studies, and visual and performing arts. During 2012-2013 plans for two 100-item elementary education subtests were suspended because of concern that the MDE would be out of compliance with legislated MTTC fee cap of \$75 for an elementary education examination. To recover test development and administration costs plans were in place for separate \$75 registration fee for each subtest. As a compromise the testing contractor agreed to provide a single 150-item elementary education examination for \$75.

STAC recommended the basic skills writing subtest be updated to include additional writing response, include 35-40 multiple choice items, and be based on the most recently available writing and language expectations for high school graduates. As a result of STAC's recommendation the basic skills writing subtest is being updated to align with the CCSS for English language arts. This work continued during 2012-2013.

During the summer of 2002, the testing contractor developed the first draft of a technical manual for the MTTC program for the MDE. During 2012-2013, ES provided the MDE with a current technical manual, which included relevant test statistics. The technical manual was available to educator preparation institutions at their request.

To continue serving out-of-state teachers wishes to take the MTTC in paper-based format, three out-of-state test administration centers were used for the April administration only. These sites were in New York (New York City), Illinois (Chicago), and Texas (Fort Wood) serving 32 test takers. 2012-2013 marked the first use of a military base paper-based testing administration through the Defense Activity for Non-Traditional Education Support (DANTES) program. MTTC computer-based testing continued during 2012-2013 to be available nationwide during months when the PBT is not offered.

Teach for America (TFA) candidates seeking Michigan's new Interim Teaching Certificate completed MTTC testing for a fourth consecutive year during July 2013. One out-of-state test administration center was used for the July administration only. This site was in Illinois (Chicago), and served 61 test takers. The TFA candidates tested in compliance with Michigan legislation action (PA 202 of 2009) which authorizes a non-traditional route for teacher preparation in Michigan.

The MDE continues to look for means to implement new testing recommendations which emerged from the TPPSG. The TPPSG asked for the following:

- statewide pedagogy test be developed
- current MTTC passing scores be revised
- more frequent and online testing be provided
- study guide materials be broadened to include online full-length practice tests
- the legislative cap on testing fees be lifted

Requests within the MDE's purview continue to be implemented. Portions of the TPPSG's initiative will be difficult to implement without increased testing revenue, currently capped at levels approved over 20 years ago.

Financial Statement for the MTTC

In compliance with the legislation, examination fees for each PBT remain below \$50 for the basic skills test and below \$75 for each subject-area test. The examination fee for an optional CBT is \$130. From the number of PBT and CBT registrations, \$5 from each registration fee is allocated to the MDE to support the development and administration of the MTTC and \$1 is returned to the educator preparation institution where the teacher candidates receive guidance and advice concerning testing requirements. A summary of revenues and expenditures for 2012-2013 is included (Attachment 5). While the MDE receives fee-based revenue generally following each test administration, the reimbursement check is issued to all educator preparation institutions during the first week of June.

During the first year of CBT (2010-2011) the registration fees allocations payable to the MDE from the August and September CBT were added to registration fee allocation payable after the October 2011 PBT administration. This pattern continues for each subsequent MTTC test administration in order to provide the testing contractor with time to score and report CBT to test takers, Michigan educator preparation institutions, and to the MDE, and to provide the MDE with annual summaries needed to construct the annual legislative report.

The contract with ES includes provisions for giving institutions fee waiver vouchers to cover the registration fee for one subject area test for examinees with financial need. The distribution of fee waiver vouchers to approved educator preparation institutions is based proportionately on the number of Pell Grants awarded to students at each institution. A summary for fee waiver vouchers given to each institution during 2012-2013 is provided (Attachment 6).

Questions concerning this report for should be addressed to Ms. Leah Breen at BreenL1@michigan.gov; or Dr. Steven Stegink at SteginkS@michigan.gov.

**Michigan Test for Teacher Certification
Test Updating Schedule
Last Updated November 5, 2013**

Tests	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Basic Skills Elementary Ed. Industrial Arts Reading Mathematics Science Language Arts	Objective/ Item Review	Field Testing	Begin Administration							
Social Studies History Biology Psychology		Objective/ Item Review	Field Testing	Begin Administration						
English Early Childhood Health Spanish			Objective/ Item Review	Field Testing	Begin Administration					
Physical Education Learning Disabled Chemistry Business Education Guidance Counselor				Objective/ Item Review	Field Testing	Begin Administration				
Emotionally Impaired Speech Geology/ Earth Science					Objective/ Item Review	Field Testing	Begin Administration			
Mentally Impaired Physics Library Media Middle Level						Objective/ Item Review	Field Testing	Begin Administration		
English as a Second Language Industrial Technology Technology and Design Social Studies							Objective/ Item Review	Field Testing	Begin Administration NS, IX, TX	Begin Administration RX
Mathematics (Secondary) Physical Education English Journalism Family and Consumer								Objective/ Item Review	Field Testing	Begin Administration

**Michigan Test for Teacher Certification
Test Updating Schedule
Last Updated November 5, 2013**

Tests	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Language Arts Communication Arts Reading Reading Specialist Mathematics (Elementary) Computer Science	Objective/ Item Review	Field Testing	Begin Administration AX, BX, BT, BR, NR (standard setting conference)					
Visual Arts Education Health Education Geography History		Objective/ Item Review	Field Testing	Begin Administration (except for Visual Arts) (standard setting conference)				
Political Science Biology Integrated Science (elementary & secondary)			Objective/ Item Review	Field Testing	Begin Administration (+ Visual Arts) (standard setting conference: new protocol)			
Chemistry Physics Earth/Space Science Economics Basic Skills-Writing				Objective/ Item Review	Field Testing	Begin Administration (standard setting conference)		
Physical Science Music Education Business, Management, Marketing, and Technology Marketing Education Dance					Objective/ Item Review	Field Testing	Begin Administration (standard setting conference)	
Cognitive Impairment Learning Disabilities World Language - Spanish French Japanese						Objective/ Item Review	Field Testing	Begin Administration (standard setting conference)

**Michigan Test for Teacher Certification
Test Updating Schedule
Last Updated November 5, 2013**

Tests	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Emotional Impairment Autism Spectrum Disorder World Language – German Chinese (Mandarin) English as a Second Language	Objective/ Item Review	Field Testing	Begin Administration (standard setting conference)					
Physical or Other Health Impairment World Language – Russian Latin Arabic (Modern Standard) Bilingual Education		Objective/ Item Review	Field Testing	Begin Administration (standard setting conference)				
Speech Early Childhood-General and Special Education Elementary education examination (new version) Basic Skills – Mathematics (prior to 2012-13) Professional Readiness Examination (PRE) (Mathematics) beginning 2012-13			Objective/ Item Review	Field Testing Item review: Elementary education examination (current form) Basic Skills test)	Begin Administration: Speech (standard setting conference) Computer-based testing and online practice test: Elementary Education and Basic Skills Test	Item review (cont.) Field Testing (cont.)	Begin Administration: Early Childhood (standard setting conference) Computer-based testing and online practice test: Early Childhood-General and Special Education	Begin Administration: Elementary education examination (new version) (standard setting conference) PRE Test - Math. (standard setting conference) Computer-based testing and online practice test: Elem. ed. and PRE – math.
Economics Geography History Political Science Social Studies- (elementary & secondary) Mathematics- (elementary & secondary)				Objective Review (social studies areas only)	Item Review	Item Review (cont.) Field Testing Computer-based testing and online practice test: Mathematics (elem. & sec.)	Field testing (cont.) six social studies fields	Begin Administration: Six social studies fields (standard setting conference) Computer-based testing and online practice test: Social Studies- (elem. & sec.) History

**Michigan Test for Teacher Certification
Test Updating Schedule
Last Updated October 2013**

Tests	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
School Counselor History Social Studies (Elementary and Secondary) Basic skills/Professional Readiness Examination (PRE)-Writing	Objective/Item Review: School Counselor PRE-writing Field Testing: (cont. social studies fields)	Field Testing: School Counselor PRE-writing	Begin Administration: School Counselor PRE-writing (standard setting conference) Computer-based testing and online practice tests implemented: Social Studies (elem. & sec.) History PRE-Writing	Computer-based testing and online practice test: School Counselor Economics Geography Political Science				
Language Arts English Integrated Science (elementary)		Computer- based testing and online practice tests implemented						
Industrial Technology (postponed) Elementary examination (current version) Earth/Space Science		Objective/Item Review Standard setting conference (by MDE request) Elementary examination Earth/Space Science	Field Testing: none	Begin Administration: (standard setting conference) Computer-based testing and online practice test implemented:				
Learning Disabilities Cognitive Impairment Emotional Impairment Physical Education		Item Review	Item Review Field Testing:	Computer-based testing and online practice tests implemented:				

**Michigan Test for Teacher Certification
Test Updating Schedule
Last Updated October 16, 2013**

Tests	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
<i>Tentative</i> American Sign Language English Language Arts Autism Spectrum Disorder Spanish	Objective/Item Review	Field Testing:	Begin Administration: (standard setting conference): Computer-based testing and online practice test:					
<i>Tentative</i> Reading Reading Specialist Speech Journalism		Objective/Item Review	Field Testing:	Begin Administration (standard setting conference): Computer-based testing and online practice tests.				

Future Test Development Possibilities Based on New Standards Approved or in Development:

Mathematics (elementary and secondary)	Sciences: Biology, Chemistry, Earth/Space Science, Physical Science, Physics, Integrated Science(elementary and secondary)
Anishinaabemowin	Special Education-Hearing Impairment, Visual Impairment
Professional Readiness Examination-Reading	Computer-based testing (CBT) and online practice test
Agriscience and Natural Resources	Online practice test implementation: schedule in coincidence with CBT

Michigan Test for Teacher Certification Annual Cumulative Passing Percentages

Program Year August 2012 – July 2013



Michigan Test for Teacher Certification
Annual Summary of State Results: Initial & Cumulative
Program Year: August 2012–July 2013

These reports present Michigan Test for Teacher Certification (MTTC) passing rates for candidates who tested for the first time in the program year listed. The report includes first-time candidates in the program year who were deemed eligible by the institution verification process. The cumulative pass rates include passing attempts by these candidates at any subsequent administration. The notes below are an integral part of the reports.

Interpretative Notes and Cautions

Results reported for only a small number of candidates may not be indicative of how large numbers of candidates typically perform. Extreme caution should be used in interpreting data for small numbers (<100) of test takers.

Candidates whose data are presented in this document may not reflect the same performance as that of candidates who will take these tests in the future.

Key for Data Tables:

N = Number of eligible test takers who took an MTTC for the first time, any time during the program year.

N Pass, or (% Pass) = Number, or (Percentage), of eligible test takers who passed an MTTC.

Initial = First-time test takers who pass an MTTC on the first attempt, any time during the program year.

Cumulative = Total first-time test takers who pass an MTTC at any time during the program year, including those who eventually pass after one or more attempts, provided the first attempt occurred during the program year of the report. The cumulative pass percentage is used for comparison purposes among higher education institutions.

** = Pass percentages are not reported for institutions or test fields that currently have fewer than ten test takers recorded during a reporting interval. However, candidate performance from those institutions or test fields is included in the statewide summary results. Readers interested in the record of pass percentages for content area tests with fewer than ten test takers should refer to the MTTC three-year annual summary performance report for educator preparation institutions available at:
http://www.michigan.gov/documents/mde/Item_F_MTTC_3_yr_Cumulative_Report_2009-2012_-_December_18_2012_407292_7.pdf

Michigan Test for Teacher Certification
ANNUAL AGGREGATE PASSING PERCENTAGES:
Program Year: August 2012 - July 2013
Content Area Tests

KEY: N = Number of Eligible Test Takers

N Pass (% Pass) = Number (Percent) of Eligible Test Takers Who Passed the Test

NOTE: This table should be viewed with the accompanying descriptive information and interpretive cautions

Michigan Preparation Institution	N	Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
Adrian College	60	46	76.7	51	85.0
Albion College	30	28	93.3	28	93.3
Alma College	88	64	72.7	69	78.4
Andrews University	65	55	84.6	59	90.8
Aquinas College	114	90	78.9	100	87.7
Baker College	115	67	58.3	80	69.6
Calvin College	280	248	88.6	256	91.4
Central Michigan University	751	574	76.4	645	85.9
College for Creative Studies	8	**	**	**	**
Concordia University	41	30	73.2	31	75.6
Cornerstone University	139	114	82.0	124	89.2
Eastern Michigan University	978	763	78.0	823	84.2
Ferris State University	203	162	79.8	170	83.7
Finlandia University	7	**	**	**	**
Grand Valley State University	1,043	859	82.4	914	87.6
Hillsdale College	35	29	82.9	29	82.9
Hope College	178	159	89.3	167	93.8
Lake Superior State University	38	28	73.7	31	81.6
Madonna University	118	96	81.4	101	85.6
Marygrove College	14	5	35.7	5	35.7
Michigan State University	1,218	1,009	82.8	1,094	89.8
Michigan Technological University	33	27	81.8	32	97.0
Northern Michigan University	277	22	80.1	236	85.2
Oakland University	769	539	70.1	600	78.0
Olivet College	54	30	55.6	37	68.5
Robert B. Miller College	32	24	75.0	24	75.0
Rochester College	14	7	50.0	8	57.1
Saginaw Valley State University	358	290	81.0	313	87.4
Siena Heights University	46	31	67.4	33	71.7
Spring Arbor University	153	128	83.7	134	87.6
University of Detroit Mercy	38	24	63.2	27	71.1
University of Michigan-Ann Arbor	457	427	93.4	437	95.6
University of Michigan-Dearborn	240	167	69.6	187	77.9
University of Michigan-Flint	272	198	72.8	215	79.0
Wayne State University	539	399	74.0	426	79.0
Western Michigan University	1,113	811	72.9	890	80.0
Statewide	9,918	7,765	78.3	8,391	84.6

Michigan Test for Teacher Certification
Annual Summary of State Results: Initial and Cumulative
Program Year: August 2012 – July 2013

KEY: N = Number of Eligible Test Takers

N Pass (% Pass) = Number (Percent) of Eligible Test Takers Who Passed the Test

NOTE: This table should be viewed with the accompanying descriptive information and interpretive cautions

MTTC Subject Area	N	Attempt Type			
		Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
002 English	521	415	79.7	450	86.4
003 Journalism	10	3	30.0	4	40.0
004 Speech	64	63	98.4	64	100.0
005 Reading	88	70	79.5	74	84.1
007 Economics	16	9	56.3	10	62.5
008 Geography	28	24	85.7	25	89.3
009 History	440	312	70.9	342	77.7
010 Political Science	55	42	76.4	44	80.0
011 Psychology	93	72	77.4	75	80.6
012 Sociology	12	8	66.7	9	75.0
017 Biology	148	105	70.9	118	79.7
018 Chemistry	102	72	70.6	81	79.4
019 Physics	42	30	71.4	36	85.7
020 Earth/Space Science	44	29	65.9	33	75.0
022 Mathematics (Secondary)	328	292	89.0	309	94.2
023 French	40	20	50.0	25	62.5
024 German	10	6	60.0	6	60.0
026 Latin	8	**	**	**	**
028 Spanish	194	170	87.6	178	91.8
036 Marketing Education	7	**	**	**	**
037 Agricultural Education	6	**	**	**	**
040 Family and Consumer Sciences	5	**	**	**	**
043 Health	133	118	88.7	123	92.5
044 Physical Education	202	153	75.7	170	84.2
046 Dance	8	**	**	**	**
048 Library Media	16	13	81.3	13	81.3
050 Computer Science	9	**	**	**	**
051 Guidance Counselor	125	100	80.0	109	87.2
053 Fine Arts	10	6	60.0	6	60.0
056 Cognitive Impairment	261	196	75.1	218	83.5
057 Speech and Language Impaired	12	12	100.0	12	100.0
059 Emotional Impairment	156	103	66.0	118	75.6
061 Visually Impaired	5	**	**	**	**
062 Hearing Impaired	10	9	90.0	9	90.0
063 Learning Disabilities	337	304	90.2	316	93.8
064 Autism Spectrum Disorder	128	123	96.1	123	96.1
075 Bilingual Education	6	**	**	**	**
083 Elementary Education	2,499	2,101	84.1	2,270	90.8
084 Social Studies	805	516	64.1	584	72.5
085 Middle Level	18	17	94.4	18	100.0

MTTC Subject Area	N	Attempt Type			
		Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
086 English as a Second Language	184	153	83.2	158	85.9
087 Industrial Technology	15	13	86.7	13	86.7
088 Technology and Design	2	**	**	**	**
089 Mathematics (Elementary)	459	368	80.2	389	84.7
090 Language Arts	832	566	68.0	619	74.4
091 Communication Arts	2	**	**	**	**
092 Reading Specialist	146	127	87.0	129	88.4
093 Integrated Science (Elementary)	357	234	65.5	254	71.1
094 Integrated Science (Secondary)	117	78	66.7	93	79.5
095 Visual Arts Education	111	98	88.3	101	91.0
067 Physical Science	7	**	**	**	**
098 Business, Management, Marketing and Technology	29	21	72.4	27	93.1
099 Music	184	176	95.7	182	98.9
100 Japanese	4	**	**	**	**
101 Chinese	22	20	90.9	20	90.9
102 Arabic	15	14	93.3	15	100.0
106 Early Childhood Education-General and Special Education	431	333	77.3	362	84.0
All Tests (excluding Basic Skills)	9,918	7,765	78.3	8,391	84.6

Michigan Test for Teacher Certification
Annual Summary of State Results: Initial and Cumulative
Program Year: August 2012 – July 2013
Basic Skills

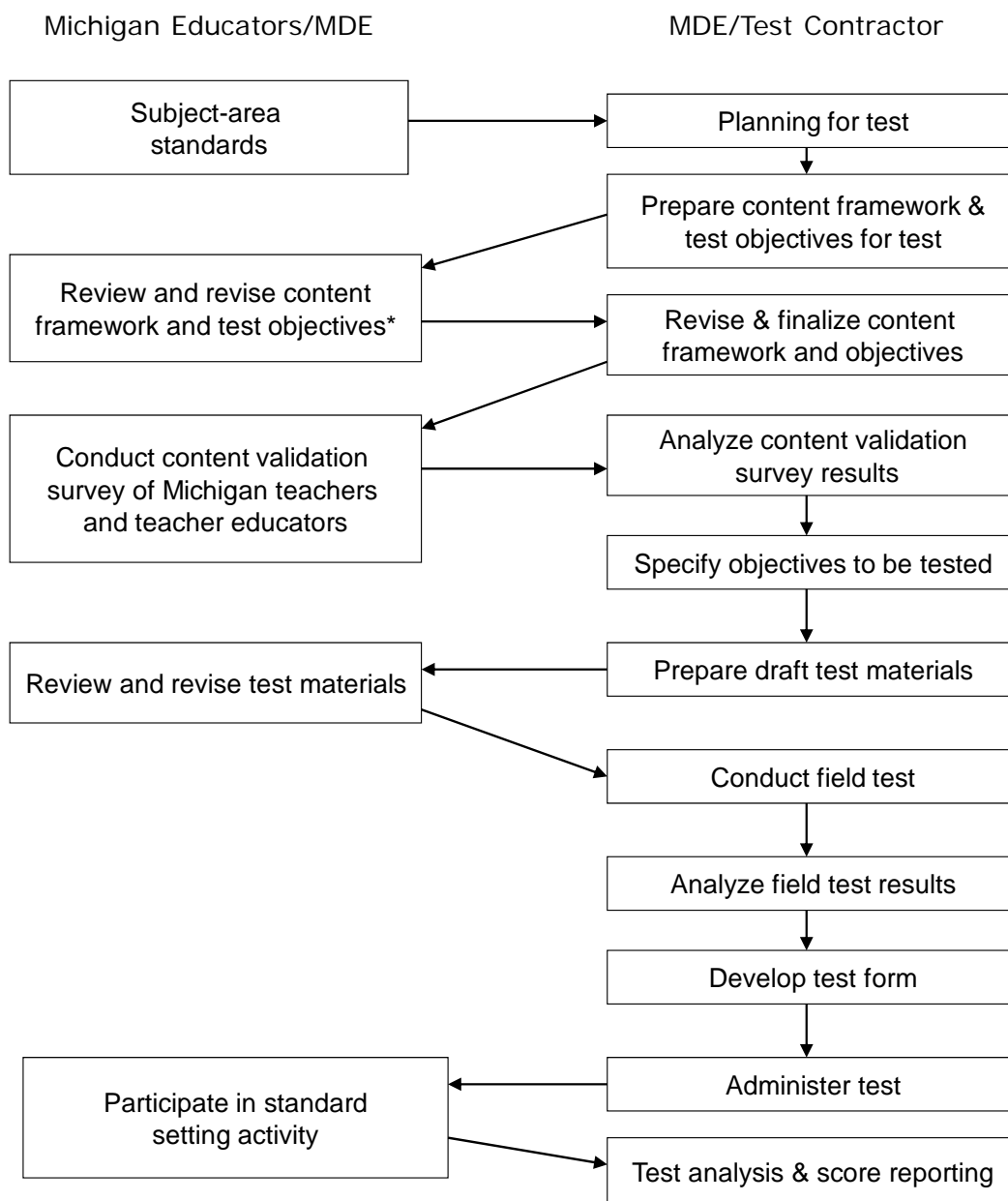
KEY: N = Number of Eligible Test Takers

N Pass (% Pass) = Number (Percent) of Eligible Test Takers Who Passed the Test

NOTE: This table should be viewed with the accompanying descriptive information and interpretive cautions

Preparation Institution	Attempt Type					
	Initial			Cumulative		
	N	N Pass	% Pass	N	N Pass	% Pass
Adrian College	42	36	85.7	42	39	92.9
Albion College	13	11	84.6	13	12	92.3
Alma College	37	33	89.2	37	34	91.9
Andrews University	44	39	88.6	44	40	90.9
Aquinas College	91	74	81.3	91	82	90.1
Baker College	98	67	68.4	98	70	71.4
Calvin College	112	101	90.2	112	104	92.9
Central Michigan University	478	420	87.9	478	439	91.8
College for Creative Studies	4	**	**	**	**	**
Concordia University	45	32	71.1	45	36	80.0
Cornerstone University	62	57	91.9	62	58	93.5
Eastern Michigan University	607	498	82.0	607	530	87.3
Ferris State University	158	125	79.1	158	133	84.2
Finlandia University	1	**	**	**	**	**
Grand Valley State University	451	421	93.3	451	432	95.8
Hope College	116	107	92.2	116	112	96.6
Lake Superior State University	14	11	78.6	14	12	85.7
Madonna University	64	46	71.9	64	55	85.9
Marygrove College	23	13	56.5	23	16	69.6
Michigan State University	569	519	91.2	569	531	93.3
Michigan Tech. University	12	12	100.0	12	12	100.0
Northern Michigan University	172	150	87.2	172	156	90.7
Oakland University	281	243	86.5	281	248	88.3
Olivet College	21	13	61.9	21	16	76.2
Robert B. Miller College	2	**	**	**	**	**
Rochester College	11	8	72.7	11	8	72.7
Saginaw Valley State University	174	146	83.9	174	159	91.4
Siena Heights University	23	12	52.2	23	18	78.3
Spring Arbor University	87	73	83.9	87	76	87.4
University of Detroit Mercy	12	7	58.3	12	7	58.3
University of Michigan - Ann Arbor	187	186	99.5	187	186	99.5
University of Michigan - Dearborn	123	93	75.6	123	101	82.1
University of Michigan - Flint	85	68	80.0	85	74	87.1
Wayne State University	342	259	75.7	342	272	79.5
Western Michigan University	343	271	79.0	343	293	85.4
Statewide	4,904	4,155	84.7	4,904	4,365	89.0

Michigan Test for Teacher Certification Program: Test Updating and Development Process



*MDE curriculum specialists, the Bias Review Committee, and the Content Advisory Committees review test materials. These committees are created through recommendations from representative professional organizations and school and college personnel. The Teacher Examination Advisory Committee and Standing Technical Advisory Council provide policy recommendations for the Superintendent of Public Instruction.

NOTE: The above flowchart is a schematic of the typical process of test customization, which is adapted to the needs of each test field.

Michigan Test for Teacher Certification Program: Test Updating and Development Process

The Michigan Test for Teacher Certification (MTTC) results from a legislative mandate to assess the basic skills and content knowledge of candidates for certification to teach in Michigan. Candidates must demonstrate proficiency in the basic skills of reading, mathematics, and writing before student teaching, and in the content of the subject area field(s) for which they seek an endorsement before certification. The MTTC includes tests for more than 60 Michigan endorsements, administered five times annually at twelve sites across Michigan.

Program Design

The MTTC is designed to improve the quality of education in Michigan by helping to ensure the skills and knowledge of classroom teachers. Test materials are developed with the substantial participation of Michigan educators and are matched to Michigan standards, core curricula and other instructional materials used in the state. The Michigan Department of Education (MDE) supervises the test development process as well as administration, scoring, and reporting test results. Two legislatively mandated committees of Michigan educators, the Teacher Examination Advisory Committee and the Standing Technical Advisory Council, formulate policy recommendations for the Superintendent of Public Instruction.

One main goal of the development process is the creation of a job-related assessment in each endorsement field, one that measures the content knowledge required for a practitioner in a Michigan classroom. The focus throughout is on assessment that reflects Michigan curricula and involves Michigan educators throughout the development process. The validity of the tests is rooted in extensive committee reviews of materials and in a content validation survey of teachers and teacher educators in each field. Moreover, the tests' structure of explicit content objectives allows for focused preparation by examinees and for diagnostic test results to be reported to candidates, teacher preparation institutions, and the state.

Development Process

In the development process for each assessment instrument, Michigan educators have the ability to modify and focus the draft materials for the Michigan tests as they deem appropriate (within the general parameters of the testing program), beginning with the review of the content outline and objectives. The process is scheduled over a period of about two years from the beginning of work on the outline and objectives to the availability of test forms for actual test administration. The test development process is as follows:

- A test contractor develops a draft content outline (framework) and a set of associated objectives, prepared with close attention to Michigan standards, core curricula and other materials that reflect classroom practice and teacher preparation in Michigan and in consultation with MDE curriculum specialists.
- A Bias Review Committee of Michigan teachers and teacher educators (appointed by the MDE) reviews the outline and objectives and makes suggestions related to potential bias in the materials.
- A field-specific Content Advisory Committee of Michigan teachers and teacher educators (nominated by subject area and educational organizations or professionals) reviews the outline and objectives. The Committee has the discretion to change the content of the outline and objectives as the members agree appropriate to reflect the knowledge needed by a beginning teacher and within the general parameters of the testing program. The Committee also considers comments made by the Bias Review Committee.
- The contractor formats the revised outline and objectives as a content validation survey form. The survey form is sent to a random, representative sample of up to 200 Michigan classroom teachers and up to 100 teacher educators in each field to gather professional judgments on the importance of each objective to the role of an entry-level teacher in that field in Michigan.
- The MDE reviews the results of the surveys and identifies the final set of objectives eligible for testing based on established criteria for validity.
- The contractor develops draft test materials matched to the validated objectives incorporating suggestions from Michigan educators about question formats, content, etc., and including references to Michigan texts and other curriculum materials.
- A Bias Review Committee meets to review the test questions and to provide recommendations for changing test questions that may be potentially biased.
- A Content Advisory Committee meets to review every test question in the new bank. The Committee applies its professional judgment in making revisions to individual questions. The Committee reviews questions for objective match, accuracy, freedom from potential bias, and appropriate level of difficulty, among other characteristics. The Committee also considers comments from the Bias Review Committee in its recommendations.
- The contractor prepares the revised test questions for field testing and gathers field test data from populations of Michigan teacher candidates in each field.
- The contractor prepares test forms from the bank of approved Michigan questions for actual test administration.
- The Michigan Department of Education, with recommendations from the Standing Technical Advisory Council, establishes the standard (passing score) for each test with input from Michigan educators.

**Michigan Test for Teacher Certification
Standard Setting Conference
October 29, 2012**

Name		Affiliation	Field Subject
Committee Member 1		Fern Persons Elementary School	Early Childhood
Committee Member 2		Forest View Elementary	Early Childhood
Committee Member 3		Corunna Public Schools	Early Childhood
Committee Member 4		Fleming School	Early Childhood
Committee Member 5		Ann Arbor Preschool and Family Cntr	Early Childhood
Committee Member 6		Lacure Elementary	Early Childhood
Committee Member 7		Wayne State University	Early Childhood
Committee Member 8		Early Childhood Programs and Services	Early Childhood
Committee Member 9		Walden University	Early Childhood
Committee Member 10		Saginaw Public Schools	Early Childhood
Committee Member 11		Lansing Community College	Early Childhood
Committee Member 12		Baker College of Flint	Early Childhood
Committee Member 13		Alma College	Early Childhood
Committee Member 14		Bruce Collins Elementary School	Early Childhood
Committee Member 15		Chippewa Hills High School	Earth/Space Science
Committee Member 16		Flint Public Schools	Earth/Space Science
Committee Member 17		Clarkston High School	Earth/Space Science
Committee Member 18		Central Michigan University	Earth/Space Science
Committee Member 19		Oakland Schools	Earth/Space Science
Committee Member 20		Michigan Technological University	Earth/Space Science
Committee Member 21		Madonna University	Earth/Space Science
Committee Member 22		Portland Middle School	Earth/Space Science
Committee Member 23		Eastern Michigan University	Earth/Space Science
Committee Member 24		Grand Blanc West Middle School	Earth/Space Science
Committee Member 25		Grosse Pointe South High School	Earth/Space Science
Committee Member 26		Pioneer High School/Washtenaw CC	Earth/Space Science
Committee Member 27		Stewart Elementary/Middle School	Elementary Education
Committee Member 28		Levey Middle School	Elementary Education
Committee Member 29		Godwin Heights High School	Elementary Education
Committee Member 30		University of Michigan-Dearborn	Elementary Education
Committee Member 31		New Glazer Elementary School	Elementary Education
Committee Member 32		Country Oaks Elementary School	Elementary Education
Committee Member 33		University of Detroit Mercy	Elementary Education
Committee Member 34		Rutherford-Winans Academy	Elementary Education
Committee Member 35		Ypsilanti Middle School	Elementary Education
Committee Member 36		Eastern Michigan University	Elementary Education
Committee Member 37		MuSE Educational Consulting	Elementary Education
Committee Member 38		North Elementary School	Elementary Education
Committee Member 39		Bursley Elementary	Elementary Education
Committee Member 40		Oaktree Elementary School	Elementary Education
Committee Member 41		Finlandia University	Elementary Education

**Michigan Test for Teacher Certification
Item Review Conference
Objective Review Conferences
May 6-8, 2013**

Name	Affiliation	Field Subject
Committee Member 42	Bailey Lake Elementary	Bias Review
Committee Member 43	Southfield-Lathrup High School	Bias Review
Committee Member 44	Utica Academy for International Studies	Bias Review
Committee Member 45	Foreign Language Immersion and Cultural Studies School	Bias Review
Committee Member 46	Wayne State University	Bias Review
Committee Member 47	Saginaw High School	Bias Review
Committee Member 48	Vandenberg Elementary	Bias Review
Committee Member 49	Breithaupt Career and Technical Cntr.	Bias Review
Committee Member 50	Harry S. Truman High School	Bias Review
Committee Member 51	Mt. Pleasant High School	PRE-Writing
Committee Member 52	Northern Michigan University	PRE-Writing
Committee Member 53	Skyline High School	PRE-Writing
Committee Member 54	Washington Elementary	PRE-Writing
Committee Member 55	Sault Area High School	PRE-Writing
Committee Member 56	Musson Elementary School	PRE-Writing
Committee Member 57	Thurgood Marshall Elementary	PRE-Writing
Committee Member 58	Roseville Middle School	PRE-Writing
Committee Member 59	Richard J. Duncan Elementary	PRE-Writing
Committee Member 60	Grand Valley State University	PRE-Writing
Committee Member 61	Osborn Evergreen Academy	PRE-Writing
Committee Member 62	University of Detroit Mercy	School Counselor
Committee Member 63	Hudsonville Freshman Campus	School Counselor
Committee Member 64	Eastern Michigan University	School Counselor
Committee Member 65	Berkley High School	School Counselor
Committee Member 66	Forsythe Middle School	School Counselor
Committee Member 67	Bay City Public Schools	School Counselor
Committee Member 68	Roeper School	School Counselor
Committee Member 69	Godwin Heights High School	School Counselor
Committee Member 70	Covert Middle School	Social Studies-Elementary
Committee Member 71	Bentley Community Schools	Social Studies-Elementary
Committee Member 72	Adams Elementary School	Social Studies-Elementary
Committee Member 73	Grand Valley State University	Social Studies-Elementary
Committee Member 74	Carver Elementary School	Social Studies-Elementary
Committee Member 75	Lenawee ISD	Social Studies-Elementary
Committee Member 76	Ardmore Elementary School	Social Studies-Elementary
Committee Member 77	St. Patrick School	Social Studies-Elementary
Committee Member 78	Utica High School	Social Studies-Secondary
Committee Member 79	Utica Academy for International Studies	Social Studies-Secondary
Committee Member 80	Flint Northern High School	Social Studies-Secondary
Committee Member 81	Kent ISD	Social Studies-Secondary
Committee Member 82	Laingsburg Middle School	Social Studies-Secondary
Committee Member 83	Crossroads Charter Academy	Social Studies-Secondary
Committee Member 84	Central Academy	Social Studies-Secondary
Committee Member 85	Carman-Ainsworth High School	Social Studies-Secondary

Michigan Department of Education
Michigan Test for Teacher Certification
Accounting Summary*
Prepared September 2013

	Number of Tests/Total \$ Amount		Vouchers @ \$5.00		Refunds Authorized by MDE		Net to MDE
Receipts	#	Amount	#	Amount	#	Amount	Amount
October 13, 2012 PBT and	2,894	\$14,470	6	-\$30			\$19,245
August 2012 CBT	586	\$2,930					
September 2012 CBT	375	\$1,875					
November 10, 2012 PBT	3,440	\$17,200	12	-\$60			\$17,140
January 5, 2013 PBT and	4,669	\$23,345	12	-\$60			\$28,555
December 2012 CBT	1,054	\$5,270					
April 13, 2013 PBT and	7,381	\$36,905	28	-\$140			\$45,210
February 2013 CBT	925	\$4,625					
March 2013 CBT	764	\$3,820					
July 17, 2013 PBT and	6,080	\$30,400	14	-\$70			\$40,300
May 2013 CBT	1,028	\$5,140					
June 2013 CBT	966	\$4,830					
Totals	30,162	\$150,810	72	-\$360			\$150,450

* Reimbursement for computer-based testing are combined with the reimbursement from the most recent paper-based administration.

**Michigan Test for Teacher Certification
Fee Voucher Distribution
2012-2013**

INSTITUTION	Number of Vouchers sent for 2012-2013	Number of Vouchers used in 2012-2013	Number of Vouchers to send for 2013-2014
Adrian College	2	--	2
Albion College	3	--	3
Alma College	3	2	3
Andrews University	2	--	2
Aquinas College	4	2	4
Baker College	3	--	3
Calvin College	3	2	3
Central Michigan University	15	9	15
College for Creative Studies	3	--	3
Concordia University	2	2	2
Cornerstone University	2	--	2
Eastern Michigan University	8	--	8
Ferris State University	10	3	10
Finlandia University	2	--	0
Grand Valley State University	6	4	6
Hillsdale College	2	--	0
Hope College	4	3	6
Lake Superior State University	3	1	3
Madonna University	3	--	3
Marygrove College	4	3	4
Michigan State University	16	15	18
Michigan Technological University	4	3	4
Northern Michigan University	5	4	5
Oakland University	8	6	8
Olivet College	2	2	2
Robert B. Miller College	2	--	2
Rochester College	2	--	2
Saginaw Valley State University	7	1	7
Siena Heights University	2	2	2
Spring Arbor University	3	--	3
University of Detroit-Mercy	5	--	5
University of Michigan-Ann Arbor	8	--	8
University of Michigan-Dearborn	5	1	5
University of Michigan-Flint	10	7	10
Wayne State University	13	--	13
Western Michigan University	14	9	14
Michigan Department of Education	10	2	10
Total	200	83 *	200

* The difference in the number of fee vouchers used during 2012-2013 (above) and vouchers credited against the MDE during 2012-2013 (Attachment 5) is due to the fact that some test taker submitted fee vouchers for credit after the close of the September 2013 financial record. The late fee vouchers will be included with 2014 MTTC accounting summary.